DOCUMENT RESUME

ED 209 851 EC 140 365

AUTHOR Smarte, Lynn
TITLE Discovering Special Education Resources: A Workshop on ERIC and ECER.
INSTITUTION ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY National Inst. of Education (ED), Washington, D.C.
PUB DATE Sep 81
CONTRACT 400-76-0119
NOTE 30p.: ERIC Exceptional Child Education Report series.
AVAILABLE FROM ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 while supply lasts).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Databases; *Disabilities; Elementary Secondary Education; *Information Retrieval; *Research Tools; Resource Materials; Search Strategies; *Special Education
IDENTIFIERS *ERIC; *Exceptional Child Education Resources

ABSTRACT

The workshop is intended for individual or group use to understand the Educational Resources Information Center (ERIC) and the Exceptional Child Education Resources (ECER) databases as a way of finding information on special education topics. Information products available from ERIC and The Council for Exceptional Children (which maintains the ECER database) are described. Manual searching and computer searching approaches are discussed, with examples of citations and searching formats appended. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED209851

DISCOVERING SPECIAL EDUCATION RESOURCES: A WORKSHOP ON ERIC AND ECER

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Lynn Smarte

Assistant Director for User Services
ERIC Clearinghouse on Handicapped and Gifted Children

Program Director for Public Information
The Council for Exceptional Children

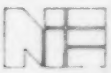
September 1981

EC140365

A Product of the ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

A publication of the ERIC Clearinghouse on Handicapped and Gifted Children. Publication Date, 1981.

The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.



This publication was prepared with funding from the National Institute of Education, US Department of Education, under contract No. 400-76-0119. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children, the National Institute of Education, or the Department of Education.

TABLE OF CONTENTS

	Page
How To Use This Workshop	iv
Introduction	1
Information You Will Receive from CEC/ERIC	2
Information Available from the ERIC and ECER Data Bases	4
Differences Between ERIC and ECER	4
Special Features of ECER	4
Special Features of ERIC	5
Using These Resources To Meet Your Needs	6
Hand Searching the Print Indexes	6
Computer Searching ERIC and ECER	9
Appendixes	
List of ERIC Clearinghouses	12
Sample page from the Thesaurus of ERIC Descriptors	14
Sample page from Resources in Education, Subject Index	15
Sample page from Resources in Education, Document Resumes Section	16
Sample page from Current Index to Journals in Education, Subject Index	17
Sample page from Current Index to Journals in Education, Main Entry Section	18
Sample page from Exceptional Child Education Resources, Subject Index	19
Sample page from Exceptional Child Education Resources, Abstracts Section	20
Sample page from computer search on "Inservice Training for Adapted Physical Education"	21
Search Worksheet	22
Workshop Evaluation	23

HOW TO USE THIS WORKSHOP

As an Individual

If you are involved in the education of handicapped or gifted children, this workshop was designed for you. Whether you're currently a student, teacher, speech therapist, school psychologist, publisher of educational materials, or administrator, the short time it will take to learn about these valuable information resources should prove a worthwhile investment.

If you have any questions, call CEC/ERIC toll free at 800/336-3728 (from Virginia, Alaska, Hawaii, or Canada, call collect 703/620-3660).

With a Group

This workshop could be used with a CEC chapter, as a presentation at a conference of special educators, with librarians, or with any group that has an interest in information on the education of handicapped or gifted children.

If you decide to sponsor the workshop for your group, proceed with the following steps:

1. Read straight through the workshop and jot down any questions that occur to you.

2. Call or write CEC's Department of Information Services and ask for an Information Specialist. We'll provide you with:

   - Answers to any questions you may have.
   - A list of libraries nearest you that have the ERIC and ECER indexes, the ERIC microfiche collection, and computer search services (see pages 6, 8, and 10 of the workshop).
   - Copies of this workshop booklet for all of your participants. (If we have enough left. If not, you may want to make hand-out copies and/or transparencies of the appendixes.)
   - A set of materials for your workshop including display copies of sample CEC and ERIC products and enough current CEC catalogs and clearinghouse publication lists for all workshop participants.

Additional Workshop Ideas

1. Use the resources yourself first. Although the workshop includes examples of specific topics and the information one might find through CEC and ERIC on these topics, your presentation will be more meaningful to you and the other participants if you can

share a personal experience. Go to the library and do a quick search of ERIC and ECER on a topic of interest to you. If possible, have a computer search done. (If you tell the librarian that you're planning a workshop you may get some extra help or a free demonstration.)

2. Involve a librarian. An ideal way to present this workshop would be to involve a librarian who is familiar with ERIC and/or ECER. For example, if your participants are members of a student CEC chapter and the college library has the ERIC and ECER indexes, ask the librarian to help give the workshop. (Don't be shy about this. Most librarians love a chance to teach people to use information resources!) Better yet, hold the workshop in the library and finish up with actual hands-on use of the ERIC and ECER indexes (using the Search Worksheet on page 22) or a computer search demonstration. This way the participants can use their new knowledge to locate information on topics of immediate interest to them. Other groups can use this same approach; teachers or other special education personnel could involve a librarian or hold the workshop at their local resource center or professional library.

INTRODUCTION

Where would you go to find the following kinds of information?

- Suggested activities and instructional materials to teach elementary school students about handicaps.
- A list of programs in your area of the country that train teachers of the emotionally disturbed.
- Research on the factors that contribute to successful placement of handicapped children in regular classes.
- A list of books written for parents of hyperactive children.

If your answer doesn't include the ERIC Clearinghouse on Handicapped and Gifted Children or The Council for Exceptional Children's Department of Information Services, we're glad you're involved in this workshop.

Each year CEC and ERIC help thousands of people find useful information related to the education of handicapped and gifted children. The purpose of this workshop is to make sure that you know the kinds of products and services available from CEC and ERIC. While we cannot meet every special education information need, anyone with a strong interest in or involvement with handicapped or gifted children should look to CEC and ERIC as valuable resources.

The Relationship Between CEC and ERIC

The Council for Exceptional Children is a professional association with a membership of over 62,000 persons interested in the education of handicapped or gifted children. CEC's Department of Information Services maintains its own data base called Exceptional Child Education Resources (ECER), which is a collection of over 45,000 references on special education.

ERIC (Educational Resources Information Center) is a federally funded system that collects literature on all aspects of education including special education. The collection includes over 200,000 journal articles and almost 200,000 other education related documents. Sixteen clearinghouses around the country collect, abstract, and index this literature for ERIC. CEC holds a federal contract to operate one of these clearinghouses--The ERIC Clearinghouse on Handicapped and Gifted Children.

When you write or call either CEC's Department of Information Services or the ERIC Clearinghouse on Handicapped and Gifted Children, you're really contacting the same place. The information you receive will usually include some products and services sponsored by CEC, and some which come from ERIC funding.

So, to save space for the rest of this workshop, the information center located on the first floor of CEC Headquarters at 1920 Association Drive, Reston, Virginia, will be referred to as CEC/ERIC.

INFORMATION YOU WILL RECEIVE FROM CEC/ERIC

Take a few minutes to look over the ERIC Clearinghouse on Handicapped and Gifted Children Publications List. (If you didn't receive this with the workshop booklet, call us toll free at 800/336-3728 and we'll send you one.)

You will notice several types of publications. (If you are participating in this workshop with a group, the workshop leader has probably obtained display copies of some of these products.)

- Information Analysis Products - books, monographs, or media kits

  Sample titles:* Managing Inappropriate Behaviors in the Classroom

  Children on Medication: A Primer for School Personnel

- Fact Sheets - one-page summaries of current, high-interest topics. Most include lists of resources for further information.

  Sample titles:* "Careers in Special Education"

  "Postsecondary Options for Learning Disabled Students"

- Spot Bibliographies - one-page lists of references for parents and professionals on various disabilities.

  Sample titles:* "Suggested Readings for Parents of the Mentally Retarded"

  "Prominent Disabled Persons"

- Computer Search Reprints - extensive bibliographies with abstracts summarizing each reference.

  Sample titles:* "Computer Assisted Instruction for Handicapped Children and Youth"

  "Attitudes Toward the Handicapped: Research"

- Information Bulletin - The Clearinghouse "newsletter" which informs you of current CEC/ERIC resources.

*These specific titles may or may not be available at the time you are using this workshop. Before ordering, check the date on your publications list or call CEC/ERIC.

In addition to these ERIC-funded products, a wide array of materials is published by CEC. As you look over the current CEC catalog, you will see publications such as Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People; Teaching Exceptional Children in All America's Schools - A First Course for Teachers and Principals; Getting Started: Career Education Activities for Exceptional Students (K-9); and Learning Language at Home (sequenced lesson activity kits for parents and teachers).

Frequently we can meet your information needs with one or more of these CEC/ERIC products.

For example, if you are planning inservice training to foster successful integration of handicapped children in a public school, you might want copies of:

- Social Environment in the Schools (a "how-to" book dealing with the social aspects of mainstreaming).
- Being at Ease with Handicapped Children (a fact sheet).
- Fostering Peer Acceptance of Handicapped Students (a fact sheet).
- Promoting Positive Attidues Toward the Handicapped (a spot bibliography).

If there are no CEC/ERIC products that meet your needs, we would recommend that you search the ERIC and ECER data bases, which contain thousands of references from published and unpublished special education literature.

For example, someone recently called CEC/ERIC for information on teachers' attitudes toward mainstreaming. Although there is a computer search reprint available on "Attitudes Toward the Handicapped," this would not have served her purposes. So we ran a custom computer search of the ERIC and ECER data bases and located 169 references on her topic in ECER and 23 more in ERIC. We sent her a list of these references, including information on their availability and a 50-200 word abstract of each.

Although this service was purchased directly from CEC, there's a good chance that you have free or low-cost access to ERIC and ECER through a local university library or information center.*

The next part of this workshop will describe the kinds of information stored in these data bases and the ways you can access that information.

*Call CEC/ERIC for information on libraries near you that have access to ERIC and ECER.

INFORMATION AVAILABLE FROM THE ERIC AND ECER DATA BASES

Both ERIC and ECER contain thousands of references on children and youth with special educational needs: gifted children, children with specific learning disabilities, and children who have emotional, cognitive, motor, visual, auditory, or communication handicaps. While ECER contains only literature on exceptional children, ERIC covers all aspects of education.

You can use ERIC and ECER to locate:

- Journal articles.
- Curriculum guides.
- Program descriptions.
- Descriptions of teaching methods and activities.
- Conference papers.
- Research studies.

DIFFERENCES BETWEEN ERIC AND ECER

Special Features of ECER

While both ERIC and ECER include materials such as journal articles and curriculum guides, ECER also covers the following:

- Commercially published books relevant to special education.
- Nonprint materials for use in training special education professionals, parents, and regular class teachers.
- Doctoral dissertations on exceptional children.

Examples of materials which you could locate through ECER but not through ERIC include:

- Learning Disabilities: The Struggle from Adolescence Toward Adulthood (a text)
- Teaching the Severely Handicapped (a film)
- School Behaviors of Educable Mentally Retarded Children (a doctoral thesis)

ECER also provides full abstracts of journal articles, while ERIC provides only brief annotations.

Special Features of ERIC

ERIC has a total of 16 clearinghouses which acquire information from various education areas. There are ERIC Clearinghouses on:*

- Adult, Career, and Vocational Education
- Counseling and Personnel Services
- Reading and Communication Skills
- Educational Management
- Handicapped and Gifted Children
- Language and Linguistics
- Higher Education
- Information Resources
- Junior Colleges
- Elementary and Early Childhood Education
- Rural Education and Small Schools
- Science, Mathematics, and Environmental Education
- Social Studies/Social Science Education
- Teacher Education
- Tests, Measurement, and Evaluation
- Urban Education

Many documents and journal articles pertaining to handicapped and gifted children, which are not identified by ECER, are picked up by other ERIC Clearinghouses and abstracted for the ERIC data base.

For example, an article entitled "Computer-Assisted Instructional Programs to Facilitate Mathematical Learning Among the Handicapped" appeared in the Journal of Computer-Based Instruction and was entered into ERIC by the ERIC Clearinghouse on Information Resources, which regularly monitors this journal. A document entitled Curriculum Guide for Teaching Gifted Children Literature in Grades One Through Three was located for ERIC and processed by the ERIC Clearinghouse on Reading and Communication Skills.

*A list of addresses and phone numbers of all ERIC Clearinghouses appears on pages 12 and 13.

To summarize, you can find a great deal of information on education of handicapped and gifted children in either ERIC or ECER, but when you need to cover a topic comprehensively, you should search both sources.

USING THESE RESOURCES TO MEET YOUR NEEDS

Information in the ERIC and ECER data bases is available in two formats:

- Print abstract journals.
- Computerized data bases.

First you'll learn how you can search the printed indexes, and then we'll explain computer searching.

Hand Searching the Print Indexes

Materials collected by ERIC appear in two indexes:

- Current Index to Journals in Education (CIJE) - includes references from over 700 education-related journals.
- Resources in Education (RIE) - includes references of program descriptions, research reports, and all other ERIC documents except journal articles.

All materials collected by ECER are referenced in one journal:

- Exceptional Child Education Resources (ECER)

CIJE, RIE, and ECER are located in hundreds of libraries and information centers throughout the U.S. and other countries.

The closest libraries to you that subscribe to the ERIC indexes are:*

_____

_____

_____

The closest libraries that subscribe to ECER are:*

_____

_____

_____

*Workshop leaders or individuals can call CEC/ERIC for this information.

Let's use a sample topic to learn exactly how to use the ERIC and ECER indexes to locate information on that topic.

Suppose you were interested in information on adapting physical education activities for handicapped students. When using the ERIC system or ECER, the first thing you need to do is find out what subject terms these systems use to index your topic. These indexing terms are called descriptors, and the same descriptors are used in both ERIC and ECER.

Ask the librarian for a copy of the Thesaurus of ERIC Descriptors. On page 14 you see a page from the alphabetical listing in the Thesaurus. The term ADAPTED PHYSICAL EDUCATION (bottom left corner) appears in bold type, all caps, which means that this is an acceptable descriptor. The Thesaurus provides you with some additional useful information.

Notice under the term, to the right, the date March 1974. This means that this term has been used for indexing since March 1974. Older material will be indexed under a different term.

Next you see CIJE: 34 and RIE: 111. This indicates that a total of 34 journal articles have been announced in CIJE which are indexed under ADAPTED PHYSICAL EDUCATION. One hundred and eleven documents on ADAPTED PHYSICAL EDUCATION have been announced in RIE. This can be useful when you're wondering how much information is available on your topic.

SN stands for "Scope Note," which tells you how ERIC (and ECER) use this term. (It is not an official definition of the term.) BT's are broader terms which you may want to search under if you don't find enough information under ADAPTED PHYSICAL EDUCATION. RT's are other related terms which may be useful.

To find out what documents are in ERIC on this topic, you would next locate the most recent issue of RIE (see page 15) and look in the subject index under ADAPTED PHYSICAL EDUCATION.

There is one document in this issue of RIE entitled "Improving Physical Education for the Handicapped in Ohio. Guidelines for Adapted Physical Education." Its ERIC document number is ED 191 831 and in another section of the index (see page 16), you'll find the abstract of that document, along with additional descriptive information.

The source of the document is the Ohio State Department of Education, and it was produced with funds from the Bureau of Education for the Handicapped.

If the document looks useful to you, you would probably want to locate a copy. ERIC also makes copies of these unpublished documents available to you. Many of the libraries that have the ERIC indexes also have copies of the documents on microfiche. The closest libraries to you

which have the ERIC microfiche collection are:* _____

_____

All you need is the six-digit ED number to locate a copy of the document in these libraries.

If you do not have a convenient library which subscribes to the ERIC microfiche collection, you can purchase a copy of the document from the ERIC Document Reproduction Service in Arlington, Virginia. Order forms appear in every issue of RIE.

If you are interested in journal articles on your subject, you would turn to CIJE, using the same approach you used with RIE. On page 17 you see the subject index of CIJE and the descriptor "Adapted Physical Education." Here you see an article entitled "Adaptation of Project 'I Can' Primary Skills Physical Education Program for Deaf-Blind Children." The article appeared in the September 1979 issue of the Journal of Visual Impairment and Blindness. More information on the article can be found in the Main Entry Section of CIJE (see page 18).

To locate a copy of this article you should first check your library's periodical collection. If the library doesn't subscribe to the journal, look at the bibliographic citation to see if it says "Reprint: UMI" (this one does, on the fifth line of the citation). This indicates that University Microfilm International sells copies of this article. Ordering information is included in every issue of CIJE.

If your library subscribes to ECER you would also want to look in that index. Page 19 shows a page from the subject index of ECER. Under Adpated Physical Education, you see the abstract numbers of documents and articles on your topic. Abstract number 47 is about adapted physical education for the mentally handicapped. Turning to the abstracts section of ECER (see page 20), you find that this is a book entitled Physical and Creative Activities for the Mentally Handicapped. Check to see if your library has or can get a copy of this book. If not, of course a copy can be purchased from the publisher.

You have now learned the basics of conducting a manual search of the ERIC indexes and ECER. This method is recommended if you:

1. Have a library near you which subscribes to RIE, CIJE, and ECER.

2. Have a fairly simple topic to search.

3. Do not need a comprehensive search of the literature on your topic.

When you do a manual search, you may want to take along the Search Worksheet on page 22.

If you want to save yourself a lot of time going through the indexes, you may want to order a computer search of ERIC and ECER.

*Call CEC/ERIC for this information.

Computer Searching ERIC and ECER

A computer search is especially desirable if you have a topic that involves several concepts. In the sample topic we used earlier, we assumed that you were looking for any material concerned with adapted physical education. Suppose you were specifically interested in inservice training in adapted physical education? A computer search enables you to specify the exact nature of your topic, thus saving you a great deal of time scanning abstracts that are not useful to you. Page 21 shows a sample page from a computer search on this topic.

Let's consider another example of a topic that lends itself to computer searching. Suppose you were interested in research on the success of mildly handicapped students in regular classes. You may want to consider studies of their academic achievement, social and emotional adjustment, and acceptance by nonhandicapped classmates. A search of this topic would involve the following three concepts:

- Mildly Handicapped Students
- Mainstreaming
- Indicators of "Success"

Using the Thesaurus of ERIC Descriptors, you would find that documents and articles on your topic could be indexed under the following descriptors:

- Mild Disabilities
- Learning Disabilities
- Mild Mental Retardation
- Emotional Disturbances
- Mainstreaming
- Academic Achievement
- Achievement Gains
- Peer Acceptance
- Emotional Adjustment
- Student Adjustment
- Social Adjustment

If you were doing a manual search of this topic, where would you look first in the subject indexes of RIE, CIJE, and ECER? You can imagine how much time it would take to search this topic thoroughly by hand.

Many of the libraries that subscribe to the ERIC and ECER print indexes also offer computer searching. The closest library to you that has computer searching is:* _____

_____

Many of these libraries offer free or inexpensive searches to the population they are funded to serve. For example, a university library may run free or inexpensive searches for students and faculty members, or a local education information center may run searches for teachers within a school district or region. To find out where you can have a computer search run, call CEC/ERIC. If you have no cheaper search service available to you, The Council for Exceptional Children's Department of Information Services will run one for as little as $27.50. (CEC member price.) Nonmember and institutional searches start at $38.50.

Do You Need Information Right Now?

If you think there may be information available from CEC or ERIC that could serve an immediate need, call us at CEC/ERIC and ask for an Information Specialist. (Call toll free at 800/336-3728 within the continental U.S. From Virginia, Alaska, Hawaii, or Canada call collect, 703/620-3660.)

Did You Learn Anything Useful in This Workshop?

If so, we would really appreciate your response to the Workshop Evaluation Form on page 23. Please take a minute to fill it out and send it to us. Thanks.

*Call CEC/ERIC for this information.

APPENDIXES

ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education*
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

All levels of adult, career, and vocational and technical education. *Adult education*, including basic literacy training through professional skill upgrading; *career education*, including career awareness, instructional materials, teacher training, parent/community/business/industry involvement, experience-based education; and *vocational and technical education*, including new subprofessional fields, industrial arts, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services*
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management*
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary and Early Childhood Education*
University of Illinois
College of Education
1310 South Sixth Street
Champaign, Illinois 61820
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; education and learning theory, research and practice related to the development of young children. Includes teacher preparation, educational programs, and curriculum-related community services, as well as administration instruction, and physical settings. Includes both the early years and childhood (ages 0-7), the "middle years" (ages 8-12), and early adolescence (ages 10-14).

ERIC Clearinghouse on *Handicapped and Gifted Children*
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Hearing impaired, visually impaired, mentally retarded, developmentally disabled, abused/neglected, autistic multiply handicapped, severely handicapped, physically disabled, emotionally disturbed, speech handicapped, learning disabled, other health impaired, and the gifted and the talented; behavioral, psychomotor, and communication disorders; administration of special education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional children; general studies on creativity.

ERIC Clearinghouse on *Higher Education*
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and instructional problems and programs, faculty, institutional research. Federal programs, professional education (medicine, law, etc.), graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, and management of institutions of higher education.

ERIC Clearinghouse on *Information Resources*
Syracuse University
School of Education
130 Huntington Hall
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries; the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Education techniques involved in microteaching, systems analysis; and programmed instruction employing audiovisual teaching aids and technology such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse for *Junior Colleges*
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on *Languages and Linguistics*
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
Telephone: (202) 298-9292

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language and linguistics instruction, pedagogy and methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges, teacher training and qualifications specific to the teaching of foreign languages; commonly and uncommonly taught languages including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on *Reading and Communication Skills*
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills (verbal and non-verbal), preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis and remediation of reading problems. Speech communication — forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on *Rural Education and Small Schools*
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs for American Indians, Mexican Americans, migrants, and rural residents; outdoor education; educational programs in all small schools.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education*
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education. Within these fields, development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse for *Social Studies/Social Science Education*
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; content of disciplines; applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups; education as a social science; history of education; comparative education; social studies/social science and the community; humanities education.

ERIC Clearinghouse on *Teacher Education*
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
Telephone: (202) 293-2450

School personnel at all levels; all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; educational personnel development not specifically covered by other clearinghouses. Selected aspects of physical education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation*
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
Telephone: (609) 734-5180

Tests and other measurement devices; methodology of measurement and evaluation; application of tests; measurement or evaluation in educational projects or programs; research design and methodology; human development; and learning theory in general.

ERIC Clearinghouse on *Urban Education*
Teachers College, Columbia University
Box 40
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Educational Resources Information Center
(Central ERIC)
National Institute of Education
Washington, D.C. 20208
Telephone: (202) 254-7934

ERIC Processing & Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20814
Telephone: (301) 656-9723

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
Telephone: (703) 841-1212

Oryx Press
2214 North Central Avenue at Encanto
Phoenix, Arizona 85004
Telephone: (602) 254-6156

Sample page from the Thesaurus of ERIC Descriptors

Student College Relationship
Student Rights
Student Subcultures

ACTIVITIES *Jul. 1966*
CUE: 175 RIE: 392
SN Pursuits or experiences, usually requiring active participation, engaged in because they are of intrinsic interest or lead to some goal sought by the participant (note: use a more specific term if possible)
NT Art Activities
Creative Activities
Cultural Activities
Enrichment Activities
Games
Group Activities
Health Activities
Individual Activities
Integrated Activities
Learning Activities
Lobbying
Music Activities
Outdoor Activities
Physical Activities
Play
Recreational Activities
Review (Reexamination)
School Activities
Science Activities
Television Viewing
Travel
RT Activity Units
Experience
Interests
Participation

Activity Learning (1966 1979)
USE EXPERIENTIAL LEARNING

Activity Level (Motor Behavior)
USE PHYSICAL ACTIVITY LEVEL

ACTIVITY UNITS *Jul. 1966*
CUE: 89 RIE: 369
SN Units of study in which students participate actively, usually in informal groups
UF Experience Units
BT Units Of Study
RT Activities
Discovery Learning
Experiential Learning
Learning Activities
Resource Units

Adages
USE PROVERBS

Adaptability (Personality)
USE ADJUSTMENT (TO ENVIRONMENT); PERSONALITY TRAITS

ADAPTATION LEVEL THEORY *Jul. 1966*
CUE: 52 RIE: 34
SN Theory that individuals judge the magnitude of any stimuli (e.g., loudness, size, weight) by establishing subjective scales against which the stimuli are measured
BT Behavior Theories
RT Arousal Patterns
Attention
Cognitive Processes
Individual Psychology
Novelty (Stimulus Dimension)
Perception

ADAPTED PHYSICAL EDUCATION *Mar. 1974*
CUE: 34 RIE: 111
SN Adaptation of regular physical education programs to meet the needs of disabled individuals
BT Physical Education
Special Education
RT Disabilities
Individualized Instruction
Physical Activities

Adaptive Behavior
USE ADJUSTMENT (TO ENVIRONMENT)

ADDITION *Oct. 1968*
CUE: 139 RIE: 90
BT Arithmetic
RT Division
Multiplication
Subtraction

Additional Aid
USE EQUALIZATION AID

Addresses
USE SPEECHES

ADHESIVES *Jul. 1969*
CUE: 4 RIE: 5
UF Cements (Adhesives)
Glues
Pastes (Adhesives)
Sealants
Stickers
BT Supplies
RT Art Materials
Construction Materials
Finishing

ADJECTIVES *Jul. 1966*
CUE: 221 RIE: 112
BT Form Classes (Languages)
RT Adverbs
Morphology (Languages)
Semantic Differential
Sentence Structure
Syntax
Vocabulary

ADJUSTMENT (TO ENVIRONMENT) *Jul. 1966*
CUE: 1,503 RIE: 1,292
SN A condition of harmonious relation to the environment, in which internal needs are satisfied and external demands are met -- also, the process of altering internal or external factors to attain the harmonious condition
UF Adaptability (Personality) #
Adaptive Behavior
Adjustment Problems (1966 1980)
Group Adjustment
Individual Adjustment
Maladjustment (1966 1980)
Personal Adjustment (1966 1980)
NT Coping
Emotional Adjustment
Social Adjustment
Student Adjustment
Vocational Adjustment
BT Behavior
RT Adjustment Counselors
Behavior Problems
Counseling
Emotional Disturbances
Emotional Problems
Environment
Environmental Influences
Individual Development
Intelligence
Maturity (Individuals)
Mental Disorders
Mental Health
Mental Retardation
Orientation
Personality Problems
Psychoeducational Methods
Rehabilitation
Rehabilitation Counseling
Stress Variables
Therapy

ADJUSTMENT COUNSELORS *Jul. 1966*
CUE: 24 RIE: 12
BT Counselors
RT Adjustment (To Environment)
School Counseling
School Social Workers

Adjustment Problems (1966 1980)
USE ADJUSTMENT (TO ENVIRONMENT)

ADMINISTRATION *Jul. 1966*
CUE: 1,420 RIE: 2,286
SN Planning, organizing, directing, and controlling human or material resources to accomplish predetermined goals (note: use a more specific term if possible)
UF Management (1966 1980)
NT Building Operation
Business Administration
Construction Management
Educational Administration
Farm Management
Home Management
Institutional Administration
Management By Objectives
Middle Management
Money Management
Office Management
Personnel Management
Program Administration
Public Administration
Supervision
BT Governance
RT Administrative Change
Administrative Organization
Administrative Policy
Administrative Principles
Administrative Problems
Administrator Responsibility
Administrator Role
Administrators
Budgeting
Committees
Coordination
Governing Boards
Management Information Systems
Management Systems
Management Teams
Managerial Occupations
Organization
Organizational Effectiveness
Planning
Policy Formation
Resource Allocation
Staff Utilization

ADMINISTRATIVE AGENCIES (1966 1980) *Mar. 1980*
CUE: 102 RIE: 219
SN Invalid descriptor -- used inconsistently in indexing -- see "agencies" or "public agencies"

ADMINISTRATIVE CHANGE *Jul. 1966*
CUE: 160 RIE: 207
SN Change in administrative personnel (reassignment, dismissal, etc.) or in the structure of an organization's administration
BT Change
RT Administration
Administrators
Change Strategies
Organizational Change
Organizational Development

Administrative Occupations
USE MANAGERIAL OCCUPATIONS

ADMINISTRATIVE ORGANIZATION *Jul. 1966*
CUE: 731 RIE: 1,524
SN The manner in which the authority, duties, and responsibilities of administrators, managers, or supervisors are structured -- also, the structuring of an organization so that these duties, etc. can be carried out
NT Centralization
Decentralization
Departments
Management Teams
BT Organization
RT Administration
Bureaucracy
Governance
Governing Boards
Informal Organization
Management Systems
Middle Management
Power Structure
School Organization

Administrative Personnel (1966 1980)
USE ADMINISTRATORS

Administrative Planning
USE PLANNING

ADMINISTRATIVE POLICY *Jul. 1966*
CUE: 716 RIE: 1,194
SN Statement of an administrative body outlining the principles and practices to be followed with respect to specific matters -- also, the fixed procedures and practices of administration
NT Board Of Education Policy
BT Policy
RT Administration
Administrative Principles
Administrator Duties
Administrator Responsibility
Interdistrict Policies

ADMINISTRATIVE PRINCIPLES *Aug. 1968*
CUE: 190 RIE: 251
SN The assumptions, beliefs, values, or accepted practices that underlie administrative policy and activity (note: prior to mar80, the use of this term was not restricted by a scope note)
BT Standards
RT Administration
Administrative Policy
Administrator Duties
Administrator Responsibility
Business Administration
Educational Principles
Supervisory Methods

ADMINISTRATIVE PROBLEMS *Jul. 1966*
CUE: 546 RIE: 559
SN (note: use a more precise term if possible)
BT Problems
RT Administration

Administrative Secretaries
USE SECRETARIES

Administrative Teams
USE MANAGEMENT TEAMS

Administrator Appraisal
USE ADMINISTRATOR EVALUATION

ADMINISTRATOR ATTITUDES *Jul. 1966*
CUE: 760 RIE: 1,173
SN Attitudes, opinions, or views held by administrators
UF Administrator Opinions
BT Attitudes

#-Concept represented by two or more USE terms in coordination.

Sample page from Resources in Education, Subject Index

PRISE Reporter-1979-1980.
ED 191 230

Accident Prevention
"Your Chance to Help." Casualty Prevention and Care Materials. Medical Supplement to "Your Chance to Live." Student Manual: SM 3-12-B 1976. Teacher Manual: IG 3-12-B 1976. Final Report.
ED 190 788

Accountability
Education and Public Accountability.
ED 191 349
The Law Enforcement Education Program Is in Serious Financial Disarray. Report to the Congress by the Comptroller General of the United States.
ED 191 368

Accreditation (Institutions)
Allied Health Education in Texas: Guiding Concepts for the '80s. CB Study Paper 29.
ED 191 418
Evaluation of OE Criteria for the Recognition of Accrediting and State Approval Agencies. Part I, Reliability, Validity, Impact, and Suggestions.
ED 191 406
Kentucky Teacher Preparation and Certification Handbook. 1979 Edition.
ED 191 838

Accrediting Agencies
Evaluation of OE Criteria for the Recognition of Accrediting and State Approval Agencies. Part I, Reliability, Validity, Impact, and Suggestions.
ED 191 406

Acculturation
Acculturation: Theory, Measurement, and Clinical Implications.
ED 191 958
American Samoan Families in Transition. A Report.
ED 191 641
A Comparative Examination of Personality Prototypes Across Two Time Samples of Japanese American Women.
ED 190 932
The Needs and Expectations of the Indochinese in America.
ED 191 966

Achievement
Cultural Variation in the Meaning of Achievement.
ED 191 868
Investigations in Mathematics Education, Vol. 13, No. 3.
ED 191 682
Locus of Control in Achievement and Affiliation (MMCS) as Related to Pathologies.
ED 190 960

Achievement Need
Achievement Related Motives of Educationally Disadvantaged Students.
ED 191 866
Another Look at Sex-Role Identity and Women's Achievement Motivation.
ED 190 935
The Effects of Gender and Attributions on Achievement Motivation and Subsequent Performance.
ED 190 921

Achievement Tests
ACER Class Achievement Test in Mathematics Years 4/5 (CATIM 4/5): Teachers Manual [and] Test Booklet.
ED 191 854
Achievement Level Testing Effects on Rasch Item Difficulty Estimates.
ED 191 917
Annotated Bibliography of the Graduate Record Examinations.
ED 191 879
Attitudes Toward Standardized Achievement Tests and Relationships to Achievement Test Performance.
ED 191 918
Criterion-Related Validity of Adaptive Testing Strategies. Research Report 80-3.
ED 191 882
Effects of School Characteristics upon Achievement Test Scores in New York State.
ED 191 887
The Relationship between Instruments Used for Identifying Children of Limited English Speaking Ability in Texas.
ED 191 907
Some Types of Test Items Do Not Fit the Rasch Model: Examples and Hypotheses.
ED 191 861
Using the Rasch Model to Increase the Power of Item Analysis.
ED 191 880

Acoustical Environment
Improving the Acoustic Environment in Open Hall Schools. Educational Building Digest 1.
ED 191 128

Acoustics
Unified Technical Concepts. Module 11: Vibrations and Waves.
ED 190 759

Acting
Gross's Definition of Style in Pedagogy.
ED 191 120
The Organic Approach to the Problem of Style in Acting.
ED 191 117

Activated Sludge
Activated Sludge. Selected Instructional Activities and References. Instructional Resources Monograph Series.
ED 191 728

Adapted Physical Education
Improving Physical Education for the Handicapped in Ohio. Guidelines for Adapted Physical Education.
ED 191 831

Adaptive Testing
Criterion-Related Validity of Adaptive Testing Strategies. Research Report 80-3.
ED 191 882
Interactive Computer Administration of a Spatial Reasoning Test. Research Report 80-2.
ED 191 892

Adjectives
English and Spanish-Speaking Children's Performance on Perceptual and Communication Tasks: A Cross-Cultural Study of Language and Cognition.
ED 191 335

Adjudicated Youth
Education of Adjudicated Handicapped Youth: Policy Issues and Implications.
ED 191 197

Adjustment (to Environment)
The First Five Years of Teaching. Their Effect on Pupil Control Ideology and Commitment to Teaching.
ED 191 799
Is Androgyny Really Better?
ED 190 928
Life Change, Social Support, Psychological Symptomatology: A Search for Causal Relationships.
ED 190 922

Administration
Resources for Women in Management: A Guide to the Literature and an Annotated Bibliography.
ED 190 869

Administrative Organization
Equitable Distribution of Educational Information for Native Americans.
ED 191 617
The Many Faces of Board Policy: A Study of Creation and Control.
ED 191 140
Non-Crisis Planning: The Case of Amarillo College.
ED 191 522
Rubrics for Assessing the State Role in Educational Change: A Case Study of an Intervention.
ED 191 144
Stranger in Paradise: Process and Product in a District Office.
ED 191 631

Administrative Policy
A Proposed Placement Policy for an Urban Business School.
ED 191 410
The Rural Experience with Federal Education Aid.
ED 191 650

Administrative Stress Index
Occupational Stress Profiles of Male Versus Female Administrators.
ED 190 936

Administrator Attitudes
Policy Analysis: An Assessment of Public School Educators' Concerns in Relation to P.L. 94-142.
ED 191 168
Presidential Views of Higher Education's National Institutional Membership Associations. Summary Report.
ED 191 399
Registration: Evaluation of a Regulatory Concept. Final Report on the Texas Department of Human Resources Registered Family Homes Research and Evaluation Project.
ED 191 556
Spelling Reform: A Comparative Study of Chief Executive Officers' and Personnel Directors' Spelling Preferences.
ED 191 033
Standardized Testing in the Educational Organization Administrative Performance Information System.
ED 191 853
A Study of Elementary School Principals' Self-Perceptions of Change Agent Behavior. Procedures for Adopting Educational Innovations/CBAM Colleague Report.
ED 191 126
Survey of Attitudes toward Women as School District Administrators: Summary of Responses to a Survey of a Random Sample of Superintendents and School Board Presidents.
ED 191 926
Women Administrators in Higher Education: Their Geographic Mobility. Ruth Strang Research Award Monograph Series: No. 4.
ED 191 353

Administrator Characteristics
Survey of Attitudes toward Women as School District Administrators: Summary of Responses to a Survey of a Random Sample of Superintendents and School Board Presidents.
ED 191 926

Administrator Evaluation
Evaluating Your President Objectively: A Message to Trustees.
ED 191 524

Administrator Qualifications
Occupational Stress Profiles of Male Versus Female Administrators.
ED 190 936

Administrator Responsibility
Driver Education Curriculum Guide. Administrative Guide for Driver and Traffic Safety Education.
ED 190 866
Manual for Improving Student Discipline.
ED 191 130
Protecting Private Realities by Managing Public Symbols: Mystifications, Cover-Up, and Martyrdom.
ED 191 164
Standardized Testing in the Educational Organization Administrative Performance Information System.
ED 191 853

Administrator Role
Driver Education Curriculum Guide. Administrative Guide for Driver and Traffic Safety Education.
ED 190 866
Managerial Roles and Functions at the Corporate Level of Television Group Ownerships.
ED 191 101
Protecting Private Realities by Managing Public Symbols: Mystifications, Cover-Up, and Martyrdom.
ED 191 164

Sample page from Resources in Education, Document Resumes Section

thor/CJ)

ED 191 828 SP 016 630
Silvernail, David L.
Assessing the Effectiveness of Preservice Field Experiences in Reducing Teacher Anxiety and Concern Levels.
Pub Date—80
Note—12p.; Revision of a paper presented at the Annual Conference of the New England Educational Research Organization (Lenox, MA, April 30-May 2, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, Beginning Teachers, *Field Experience Programs, Preservice Teacher Education, *Program Effectiveness, Self Concept, *Student Teachers, Student Teacher Supervisors, *Teacher Attitudes, Teacher Effectiveness, *Teache Interns
The purpose of this study was to determine if preservice internship programs were more effective than a student teaching program in reducing beginning teacher anxiety and concern levels. Interns and student teachers completed an anxiety scale and a concerns questionnaire at the beginning and end of their field experience programs. The student teaching program consisted of one semester of practice teaching, while the internship programs consisted of two semesters of practice teaching along with methods courses that were taught concurrently. Results indicated that the interns showed significant decreases in anxiety scores. No significant difference was found for student teachers on teacher concerns. Further findings are discussed along with full descriptions of two teacher internship programs. (Author/CJ)

ED 191 829 SP 016 652
Fry, John P.
Committee Leadership: Group Problem-Solving and Conflict Resolution. Paper No. 85.
Michigan State Univ., East Lansing. Learning and Evaluation Service.
Pub Date—[79]
Note—102p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adoption (Ideas), *Committees, Communication Skills, *Conflict Resolution, *Decision Making, Evaluative Thinking, Feedback, *Group Dynamics, *Leadership Styles, Participation, *Problem Solving, Productive Thinking
This guide presents suggestions to committee chairpersons for making meetings more effective. The three broad sections of this guide address: (1) preparation of the agenda and physical arrangements for the meeting; (2) management of meetings to avoid negative outcomes; and (3) methods to overcome blocks in conflict resolution and decision making. Examples of frequent problems occuring at committee meetings are illustrated along with several solutions. Appendices include tips on problem solving, identifying constraints before brainstorming for ideas, comparing and ranking ideas, and gaining acceptance for a proposal. (CJ)

ED 191 830 SP 016 653
Tikunoff, William J. Griffin, Gary A.
The IR&DT Experience.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 80
Contract—NE-C-00-3-0108
Grant—OB-NIE-G-78-0203
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 8, 1980).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cost Effectiveness, *Educational Research, *Educational Researchers, Experimenter Characteristics, Institutional Characteristics, *Research Committees, Research Methodology, *Research Problems, Research Utilization, Rural Areas, *Teacher Participation, Urban Areas
Identifiers—*Research Practice Relationship
Interactive Research and Development on Teaching (IR&DT) was initially proposed as an alternative to linear educational research and development strategies that often resulted in irrelevant, uninterpretable, time consuming research that did not actively involve teachers. This paper reports on the insights gained from implementing the IR&DT strategy. Major insights discussed are: (1) nature of collaboration; (2) participant characteristics; (3) technical assistance requirements; (4) rigor and usefulness of research; (5) IR&DT as an intervention as well as a research strategy; (6) reduction of time lag between research, development, and implementation; and (7) cost effectiveness. Recommendations for further use of IR&DT are included along with a brief description of the IR&DT teams. (CJ)

ED 191 831 SP 016 660
Improving Physical Education for the Handicapped in Ohio. Guidelines for Adapted Physical Education.
Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date—Jan 80
Note—59p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adapted Physical Education, *Disabilities, Handicap Identification, Mainstreaming, Needs Assessment, Parent Participation, Physical Activities, *Program Development, *Program Implementation, Screening Tests, *Student Needs, *Students, Teaching Methods
This manual is a resource guide for physical education teachers, program directors, special education teachers and administrators, and parents of the handicapped. It provides direction for the development of physical education programs for handicapped children. Chapters discuss: (1) identification, assessment, and evaluation of special needs; (2) activity programming; (3) program organization; (4) administrative aspects; (5) specific disability considerations; and (6) behavior management. (CJ)

ED 191 832 SP 016 664
Sachs, Michael L.
The Runner's High.
Pub Date—80
Note—30p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, 1980).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cerebral Dominance, *Emotional Experience, *Emotional Response, Environmental Influences, Prediction, *Psychological Patterns, *Running, *Spontaneous Behavior
Research concerning the euphoric state known as "the runner's high" is reviewed in an attempt to determine psychological factors behind the experience. Possible factors include cerebral dominance, relaxation, environmental influences, time and/or distance of run, and absence of personal problems. A list of references and several descriptions of "the runner's high" by those who have experienced it are appended. (CJ)

ED 191 833 SP 016 666
Ayers, Jerry B.
Tennessee Technological University Teacher Evaluation Model-Year VII. Report 80-2.
Tennessee Technological Univ., Cookeville. Coll. of Education.
Pub Date—Aug 80
Note—71p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Graduates, *Graduate Surveys, Job Satisfaction, *Longitudinal Studies, Program Development, *Program Evaluation, Schools of Education, Student Evaluation of Teacher Performance, Teacher Attitudes, Teacher Characteristics, *Teacher Education, *Teacher Effectiveness, Teaching Methods, Vocational Followup
Identifiers—Tennessee Technological University
Followup studies of graduates of the Tennessee Technological University have been conducted and reported since 1973. This report presents the findings of the seventh year of the project. The first chapter contains an overview of the total operation and a summary of the major purposes of the project. Chapter two contains a presentation and analysis of data for those individuals who participated in the survey for the first time in 1979, and a comparison of data from other first year participants. Chapter three presents summaries and abstracts of special studies conducted during the past year and summaries of studies currently underway. The appendix of this report contains a complete listing of all papers generated by this study. (JD)

ED 191 834 SP 016 668
Whiteside, Patricia W.
A History of Sex Discrimination in High School Athletics-School Law and Athletic Administration.
Pub Date—[76]
Note—15p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affirmative Action, *Athletics, Competition, *Court Litigation, *High Schools, *School Administration, *School Law, School Policy, Sex Differences, *Sex Discrimination, Sex Role, Sex Stereotypes
The passage of education legislation extending equal rights to women precipitated a series of court cases testing the rights of women to participate in high school athletic programs. These court decisions have resulted in fundamental changes in the operation, organization, and administration of athletic programs within many school districts. A history of major court decisions concerning sex discrimination in high school athletics is given. Arguments, both pro and con, used in court cases involving mixed competition are discussed in the summary. (JN)

ED 191 835 SP 016 669
Whiteside, Patricia W.
Organization and Administration of Sex Education Programs.
Pub Date—80
Note—13p.
Pub Type— Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, *Curriculum Development, Educational Environment, *Educational Principles, Educational Trends, Elementary Secondary Education, *Ethical Instruction, *Family Life Education, *Health Education, Parent Participation, *Sex Education
This monograph discusses trends, principles, methods, and techniques for curriculum development in sex education. While sex education in the school curriculum is a controversial issue, many professionals in the field agree that it is important in meeting student's social, psychological, and emotional needs. Recent trends in sex education include changing the title "sex" to such other terms as family planning or health education, and greater use of the student-centered approach to learning. The dominant trend for the future is toward greater inclusion of such courses into the education of school age youth at all levels. The organization and administration of a sex education program should follow certain essential principles among which are a psychologically healthful teaching environment, current and accurate teaching materials, and community involvement. (JN)

ED 191 836 SP 016 674
Gauthier, R. Adrien
A Descriptive-Analytic Study of Teacher-Student Interaction in Mainstreamed Physical Education Classes.
Pub Date—Apr 80
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Exceptional Persons, *Feedback, *Interaction, Learning Processes, *Mainstreaming, *Physical Education, Student Motivation, *Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, Teacher Influence, Teaching Methods
The purpose of this study was to investigate whether teachers interact differently with handicapped and normal students in a mainstreamed physical education class. Four elementary physical education classes were videotaped on five separate occasions. The resulting data were analyzed for differences in teacher-student interaction. It was observed that handicapped students received more positive feedback than normal students. However, normal students tended to receive more corrective feedback. A brief discussion is presented of the implications of these findings for educational settings

SUBJECT INDEX

Sample page from Current Index to Journals in Education, Subject Index

Abenaki (Tribe)
Northeastern Indians Make a Bid for Recognition. *American Indian Journal;* v5 n12 p23-25 Dec 1979 EJ 214 876

Ability
Evaluating a Sex-Related Ability: Comparison With Same-, Opposite-, and Combined-Sex Norms. *Journal of Research in Personality;* v13 n3 p294-04 Sep 1979 EJ 213 631
Social Comparison Processes in the Young Child. *Journal of Research and Development in Education;* v13 n1 p79-89 Fall 1979 EJ 213 715

Abortions
Bioethical Issues in Family Planning. *Social Work;* v24 n6 p478-84 Nov 1979 EJ 213 958
Abortion Work: Strains, Coping Strategies, Policy Implications. *Social Work;* v24 n6 p485-89 Nov 1979 EJ 213 959

Abstract Reasoning
Written Language Maturity and Formal Reasoning in Male and Femal. Adolescents. *Language and Speech;* v22 n2 p117-27 Apr-Jun 1979 EJ 214 158
Testing Based on Understanding: Impucations from Studies of Spatial Ability. *Intelligence;* v3 n1 p1-15 Jan-Mar 1979 EJ 215 219

Abstracting
Composing an Abstract: A Practical Heuristic. *College Composition and Communication;* v30 n4 p380-83 Dec 1979 EJ 214 084
The Challenge to Bibliographical Control. *Canadian Library Journal;* v36 n6 p343-46 Dec 1979 EJ 214 711

Abstraction Levels
Adolescent Conservation. *Journal of Genetic Psychology;* v135 n1 p157-58 Sep 1979 EJ 214 804
Doubts about Depth. *Journal of Experimental Psychology: Human Learning and Memory;* v5 n1 p24-44 Jan 1979 EJ 215 241

Abstracts
Composing an Abstract: A Practical Heuristic. *College Composition and Communication;* v30 n4 p380-83 Dec 1979 EJ 214 084
CUE—Searching for the Answer to Two Questions: Do You Need Supplementary Education Index Searches? Can You Save Money by Skipping Full Format Output? *Database;* v2 n4 p22-27 Dec 1979 EJ 214 679
Abstracts of the Scientific Programs of the American College Health Association Fifty-Seventh Annual Meeting, May 22-25, 1979, Washington, D.C. *Journal of the American College Health Association;* v28 n1 p35-47 Aug 1979 EJ 215 178

Academic Ability
Sex Differences in Learned Helplessness: II. The Contingencies of Evaluative Feedback in the Classroom and III. An Experimental Analysis. *Developmental Psychology;* v14 n3 p268-76 May 1978 EJ 214 829

Academic Achievement
Confidence-Judgment Accuracy as a Predictor of Test Performance. *Journal of Research in Personality;* v13 n4 p505-14 Dec 1979 EJ 213 700
A Curricular Change that Makes a Difference: Short-Term Electives. *Kappa Delta Pi Record;* v15 n3 p66-69 Feb 1979 EJ 213 763
Order of Presentation of Oral and Written Information as Determinants of Student Grades. *College Student Journal;* v13 n4 p370-73 Win 1979 EJ 213 828
Psychoactive Drug Effects in a Hyperactive Child: A Case Study Analysis of Behavior Change and Teacher Attention. *Journal of School Psychology;* v17 n4 p317-23 Win 1979 EJ 213 938
Intelligence and Learning Tasks as Predictors of Scholastic Achievement in Black and White First-Grade Children. *Journal of School Psychology;* v17 n4 p325-31 Win 1979 EJ 213 939
Validity of WISC-R Factor Scores in Predicting Achievement and Attention for Four Sociocultural Groups. *Journal of School Psychology;* v17 n4 p355-60 Win 1979 EJ 213 943
Academic and Intellectual Functioning of Adjudicated Adolescents: A Status Report Based on Randomly Selected Case Studies. *Behavioral Disorders;* v4 n4 p246-50 Aug 1979 EJ 214 327
Today's Black Students: A Success Story. *AGB Reports;* v21 n5 p6-12 Sep-Oct 1979 EJ 214 484
The Assessment of Candidates for Degrees in Physics. *Studies in Higher Education;* v4 n2 p169-80 Oct 1979 EJ 214 508
Affective Development in Children, Grades 3 through 12. *Journal of Genetic Psychology;* v135 n1 p37-50 Sep 1979 EJ 214 791
Prior Knowledge and Locus of Control in Cognitive Learning among College Biology Students. *Education;* v100 n2 p138-45 Win 1979 EJ 214 887
Relationship between Home Background, School Achievement and Adolescent Values. *Education;* v100 n2 p158-64 Win 1979 EJ 214 891
Academic Achievement of Recent Immigrants from Mexico. *NABE: The Journal for the National Association for Bilingual Education;* v3 n3 p1-13 Spr 1979 EJ 214 897
Item Difficulty and Answer Changing. *Teaching of Psychology;* v6 n4 p228-30 Dec 1979 EJ 215 102
The Efficacy of Bilingual Education. *Educational Evaluation and Policy Analysis;* v1 n5 p72-73 Sep-Oct 1979 EJ 215 217
Pygmalion Grows Up: A Model for Teacher Expectation Communication and Performance Influence. *Review of Educational Research;* v49 n3 p389-410 Sum 1979 EJ 215 248
Predicting Academic Achievement from Classroom Behavior. *Review of Educational Research;* v49 n3 p479-96 Sum 1979 EJ 215 252
Project HOLD: A Way to Hold Them. *Negro Educational Review;* v30 n4 p253-60 Oct 1979 EJ 215 282
The Relationship between Academic Status and Future Expectations among Low-Income Blacks. *Journal of Black Psychology;* v6 n1 p7-16 Aug 1979 EJ 215 294

Academic Aspiration
Academic Pressures and the Black Adolescent. *Contemporary Educational Psychology;* v4 n4 p318-23 Oct 1979 EJ 215 235
The Relationship between Academic Status and Future Expectations among Low-Income Blacks. *Journal of Black Psychology;* v6 n1 p7-16 Aug 1979 EJ 215 294

Academic Education
A College Reading Program: The Integration of Reading, Writing, Speaking and Thinking within the Content Areas. *College Student Journal;* v13 n4 p391-97 Win 1979 EJ 213 833
Organizational Structures in Gerontology Education: A Comparison Based on Institutional Types. *Educational Gerontology;* v4 n4 p355-65 Oct 1979 EJ 213 916
Gerontological Activities in Academic Programs in Home Economics in the United States. *Educational Gerontology;* v4 n4 p389-93 Oct 1979 EJ 213 919
The Value of the Humanities: A Folklorist's View. *National Forum: Phi Kappa Phi Journal;* v59 n3 p23-28 Sum 1979 EJ 214 552
An Essay on the Past and Future (?) of Information Science Education—II: Unresolved Problems of "Externalities" of Education. *Information Processing and Management;* v15 n6 p291-301 1979 EJ 214 707

Academic Enrichment
Beginning the School Year with a Book. *Independent School;* v39 n2 p33-35 Dec 1979 EJ 213 759

Academic Libraries
Managing Innovation in Academic Libraries. *College and Research Libraries;* v40 n6 p503-10 Nov 1979 EJ 214 717
Factors Affecting Faculty Perceptions of Academic Libraries. *College and Research Libraries;* v40 n6 p527-32 Nov 1979 EJ 214 720

Academic Pressure Scale for Adolescents
Academic Pressures and the Black Adolescent. *Contemporary Educational Psychology;* v4 n4 p318-23 Oct 1979 EJ 215 235

Academic Rank (Professional)
The Use of Faculty Rank in the Community-Junior College System of Florida. *Community/Junior College Research Quarterly;* v3 n4 p335-39 Jul-Sep 1979 EJ 214 747

Academic Standards
Standard Setting: Do the States Care? *Change;* v11 n8 p56-58 Nov-Dec 1979 EJ 214 532
Academic Tenure and Mandatory Retirement under the New Law. *Science;* v206 n4425 p1373-78 Dec 1979 EJ 215 017

Academically Handicapped
Science for the Less Able or Children of Low Education Attainment. *SASTA Journal;* n793 p7-11 Sep 1979 EJ 214 946

Access to Education
The Effect of Population Growth upon the Quantity of Education Children Receive. *Review of Economics and Statistics;* v61 n4 p572-84 Nov 1979 EJ 214 240
A New Life for $8.50 Per Credit Hour. *AGB Reports;* v21 n5 p45-46 Sep-Oct 1979 EJ 214 493
Developing an Older Population Program. *New Directions for Community Colleges;* v7 n3 p1-7 Fall 1979 EJ 214 773
Emeritus College: Learning from Here to Eternity. *New Directions for Community Colleges;* v7 n3 p9-14 Fall 1979 EJ 214 774

Accident Prevention
An Economic Alternative. *Journal of Physical Education and Recreation;* v50 n7 p70-71 Sep 1979 EJ 215 195

Accountability
Counseling Directory and Consumer's Guide: Implementing Professional Disclosure and Consumer Protection. *Personnel and Guidance Journal;* v58 n3 p190-93 Nov 1979 EJ 213 873
Finding Fault with the Testers. *New York Times Magazine;* p152-62 Nov 18 1979 EJ 214 504
Accountability of Tertiary Education at the National Level: A Chimera? *Vestes;* v22 n2 p27-33 1979 EJ 214 630
Assurances for the Handicapped: New Demands for Educators. *Education;* v100 n2 p131-33 Win 1979 EJ 214 885

Accounting
Accounting: "I Wish Someone Had Told Me." *Business Education Forum;* v34 n1 p24,26,28 Oct 1979 EJ 213 782

Accreditation (Institutions)
Pros and Cons of Part-Time Faculty. *AGB Reports;* v21 n5 p25 Sep-Oct 1979 EJ 214 487
An Essay on the Past and Future (?) of Information Science Education—II: Unresolved Problems of "Externalities" of Education. *Information Processing and Management;* v15 n6 p291-301 1979 EJ 214 707
NRPA News. Council on Accreditation Seeks Opinions on Changes Proposed to Its Standards. *Parks and Recreation;* v14 n7 p12 Jul 1979 EJ 215 128

Acculturation
A New Life for $8.50 Per Credit Hour. *AGB Reports;* v21 n5 p45-46 Sep-Oct 1979 EJ 214 493
Adaptation Strategies and Cultural Life Styles of Mexican American Adolescents. *Hispanic Journal of Behavioral Sciences;* v1 n4 p375-92 Dec 1979 EJ 214 912

Achievement Gains
Home-Based Reinforcement of School Behavior: A Review and Analysis. *Review of Educational Research;* v49 n3 p436-58 Sum 1979 EJ 215 250

Achievement Rating
Grading in a More Complex Learning Environment. *Balance Sheet;* v61 n2 p74-77 Oct 1979 EJ 213 805
Philosophies of Grading Systems. *College Student Journal;* v13 n4 p310-14 Win 1979 EJ 213 818

Achievement Tests
High School Forum: The ACS-NSTA Chemistry Achievement Exam—Beyond Test Results. *Journal of Chemical Education;* v56 n12 p813-14 Dec 1979 EJ 215 048

Acoustical Environment
Speaker Intelligibility of Black and White School Children for Black and White Adult Listeners under Varying Listening Conditions. *Language and Speech;* v22 n3 p237-42 Jul-Sep 1979 EJ 214 164

Acoustics
Physics and Psychophysics of High-Fidelity Sound. Part I: Perception of Sound and Music. *Physics Teacher;* v17 n9 p563-70 Dec 1979 EJ 215 026

Acting
Teacher Education and the Pedagogy of the Arts. Editorial. *Contemporary Education;* v51 n1 p4-6 Fall 1979 EJ 215 163
The Teacher as a Performing Artist. *Contemporary Education;* v51 n1 p7-9 Fall 1979 EJ 215 164
Training the Teacher as a Performing Artist. *Contemporary Education;* v51 n1 p14-18 Fall 1979 EJ 215 166
Is Teaching Really a Performing Art? *Contemporary Education;* v51 n1 p31-35 Fall 1979 EJ 215 169

Activism
Student Power 101. *Change;* v11 n8 p47-50 Nov-Dec 1979 EJ 214 528

Activities
A Behaviorally-Oriented Activities Therapy Program for Adolescents. *Adolescence;* v14 n55 p567-77 Fall 1979 EJ 213 672
Let's Do It: Using Addition Facts to Learn Subtraction Facts. *Arithmetic Teacher;* v27 n4 p8-13 Dec 1979 EJ 214 925
Using the Cuisenaire Rods to Discover Approximations of Pi. *Arithmetic Teacher;* v27 n4 p17 Dec 1979 EJ 214 927
A "Stencil Method" for Solving Quadratics of the Type $ax^2+bx+c=0$ That Have Real Roots. *Mathematics Teacher;* v72 n9 p661-67 Dec 1979 EJ 214 956
Sharing Teaching Ideas. *Mathematics Teacher;* v72 n9 p668-77 Dec 1979 EJ 214 957
Some Outdoor Mathematics Topics for the Elementary School. *School Science and Mathematics;* v79 n8 p641-46 Dec 1979 EJ 214 963

Adapted Physical Education
Adaptation of Project "I Can" Primary Skills Physical Education Program for Deaf-Blind Children. *Journal of Visual Impairment and Blindness;* v73 n7 p270-76 Sep 1979 EJ 214 362

Descriptors: *Anomalies; Behavior Problems; *Economic Factors; Elementary Secondary Education; *Emotionally Disturbed; Environmental Influences; *Etiology; Exceptional Child Research; *Learning Disabilities; *Physiology

In an examination of 1,046 children from kindergarten through high school, low income children had more minor physical anomalies (MPAs) than those from middle income; while middle income children with behavior disorders had as many MPAs as low income pupils. Learning disabilities and emotional illness were associated with increasing MPAs. (Author/SBH)

EJ 214 349 EC 121 354
The Effect of Two Language Training Approaches on Syntactical Skills of Language-Deviant Children. Weller, Carol *Journal of Learning Disabilities;* v12 n7 p470-79 Aug-Sep 1979
Descriptors: Early Childhood Education; Exceptional Child Research; *Language Development; *Language Handicapped; Learning Disabilities; Program Effectiveness; *Teaching Methods
Identifiers: Bereiter (Carl); Blank (Marion); Engelmann (Siegfried)

The effects of the teacher directed language training approach of C. Bereiter and S. Engelmann and the child centered language training approach of M. Blank were experimentally investigated with descriptor words and functor words in four children, aged four to five, whose language was deficient in these parts of speech. (Author/SBH)

EJ 214 350 EC 121 355
Resource Rooms: Some Aspects for Special Educators to Ponder. Brown, Louis F.; And Others *Journal of Learning Disabilities;* v12 n7 p480-82 Aug-Sep 1979
Descriptors: Delivery Systems; Elementary Secondary Education; *Handicapped Children; Models; *Program Effectiveness; *Resource Room Programs; *Resource Teachers; *Teacher Role

The article raises questions about the resource room model as an educational delivery system for handicapped students. (Author)

EJ 214 351 EC 121 356
Identification and Remediation of Basic Cognitive Deficits in Disadvantaged Children. Grassi, Joseph; La Morto-Corse, Angelica *Journal of Learning Disabilities;* v12 n7 p483-87 Aug-Sep 1979
Descriptors: *Cognitive Development; *Cognitive Tests; *Disadvantaged Youth; Early Childhood Education; Evaluation Methods; *Remedial Programs
Identifiers: *Grassi Basic Cognitive Evaluation; *Scoptec Program

The authors describe issue strategies for the identification and remediation of basic cognitive deficits in disadvantaged young children. (Author/SBH)

EJ 214 352 EC 121 357
Recategorization of the WISC-R Subtest Scaled Scores for Learning Disabled Children. Vance, Hubert Booney; Singer, Marc G. *Journal of Learning Disabilities;* v12 n7 p487-91 Aug-Sep 1979
Descriptors: Elementary Education; Exceptional Child Research; *Intelligence Tests; *Learning Disabilities; *Scoring Formulas
Identifiers: *Wechsler Intelligence Scale for Children Revised

A study involving 98 children (6 to 13 years old) in ten learning disabilities (LD) classes investigated the hypothesized pattern of recategorized WISC-R (Wechsler Intelligence Scale for Children-Revised) subtest scores into spatial, conceptual, and sequential areas. (SBH)

EJ 214 353 EC 121 358
The Factor Composition of the WISC for Hyperkinetic/MBD Males. Milich, Richard S.; Loney, Jan *Journal of Learning Disabilities;* v12 n7 p491-95 Aug-Sep 1979
Descriptors: *Attention; Elementary Education; Exceptional Child Research; *Factor Analysis; *Hyperactivity; *Intelligence Tests; *Minimally Brain Injured
Identifiers: *Wechsler Intelligence Scale for Children

The study explored the intellectual functioning of 90 hyperkinetic, minimally brain damaged boys (mean age 12 years) via an analysis of student test performance in relation to the factor composition of the Wechsler Intelligence Scale for Children (WISC). (SBH)

EJ 214 354 EC 121 359
An Individualized Learning Disabilities Program in the Regular Classroom. Rothenberg, Julia Johnson; And Others *Journal of Learning Disabilities;* v12 n7 p496-99 Aug-Sep 1979
Descriptors: Early Childhood Education; Exceptional Child Research; Kindergarten; *Learning Disabilities; *Program Effectiveness; *Reading Readiness; *Resource Teachers; *Task Analysis
Identifiers: *Make Every Child Capable of Achieving

Effectiveness of the MECCA program (Make Every Child Capable of Achieving—in which a learning disabilities specialist collaborates with a classroom teacher using a task analysis approach) was examined with 14 kindergarten age children in four MECCA classes, 17 children in four referral classes, and 37 controls. (SBH)

EJ 214 355 EC 121 373
Reinforcement-Based Reductive Procedures: Training and Monitoring Performance of Institutional Staff. Repp, Alan C.; Deitz, Diane E. D. *Mental Retardation;* v17 n5 p22-26 Oct 1979
Descriptors: *Behavior Change; Contingency Management; *Mentally Handicapped; *Operant Conditioning; Reinforcement
Identifiers: Behavior Reduction; Differential Reinforcement

The paper presents guidelines for training staff to implement positive reductive procedures to decrease undesirable behaviors of their retarded students and clients. Considerations relevant to all reductive procedures are briefly discussed in the first portion of the paper, while guidelines indigenous to positive reductive procedures are discussed in the second portion. (Author)

EJ 214 356 EC 121 374
Selected Characteristics, Services and Movement of Group Home Residents. Polivka, Christian H.; And Others *Mental Retardation;* v17 n5 p227-30 Oct 1979
Descriptors: *Community Services; Custodial Mentally Handicapped; Exceptional Child Research; Exceptional Child Services; *Mentally Handicapped; Needs Assessment; Normalization (Handicapped); *Student Characteristics
Identifiers: *Group Homes (Handicapped)

Characteristics, services received, and movement of 477 mentally retarded residents of 47 group homes were examined. (Author/CL)

EJ 214 357 EC 121 375
Public Views of the Surplus Population. Gardner, James M.; Veno, Arthur *Mental Retardation;* v17 n5 p231-36 Oct 1979
Descriptors: *Community Attitudes; *Criminals; Exceptional Child Research; *Mental Illness; *Mentally Handicapped; Normalization (Handicapped); *Social Attitudes

Public attitudes toward people labeled mentally ill (MI), mentally retarded (MR), and criminals (C) were assessed by a community absorption questionnaire completed by 200 randomly selected persons from a stratified representative sample of a major metropolitan area. Results indicated a high degree of similarity in attitudes toward MI and MR, while C was markedly different. (Author)

EJ 214 358 EC 121 376
Teaching Spontaneous-Functional Speech to Autistic-Type Children. Sosne, Jeffrey B.; And Others *Mental Retardation;* v17 n5 p241-45 Oct 1979
Descriptors: *Autism; *Language Development; *Speech Instruction; *Speech Skills; Teaching Methods

The paper presents a program for increasing spontaneous functional speech to autistic like children. The program, applicable to individual and group settings, emphasizes the use of language skills beyond the classroom. (Author/CL)

EJ 214 359 EC 121 377
Development and Distribution of Intellectual and Adaptive Skills in Down's Syndrome Children: Implications for Early Intervention. Morgan, Sam B. *Mental Retardation;* v17 n5 p247-49 Oct 1979
Descriptors: Adolescence; *Age Differences; Childhood; *Downs Syndrome; Early Childhood; Exceptional Child Research; Infancy; *Intelligence Quotient; Mentally Handicapped

Data on the systematic decline in IQs and Social Quotients in 217 Down's syndrome children (3 months to 15 years old) from infancy to adolescence are presented along with an analysis of the distribution of IQs within different age ranges. (Author/CL)

EJ 214 360 EC 121 378
Development of a Pre-Reading Concept Program for Visually Handicapped Children. Hall, Amanda; Rodabaugh, Barbara *Journal of Visual Impairment and Blindness;* v73 n7 p257-63 Sep 1979 (Reprint: UMI)
Descriptors: Concept Formation; Elementary Education; *Individualized Programs; Multisensory Learning; *Prereading Experience; *Program Development; Sequential Programs; *Visually Handicapped
Identifiers: *Preparatory Reading Program

The article describes the empirical development of PREP (Preparatory Reading Program), an individualized program for teaching concepts to visually handicapped children at a prereading level. (Author/SBH)

EJ 214 361 EC 121 379
Factors Affecting Traceability of Lines for Tactile Graphics. Bentzen, Billie Louise; Peck, Alec F. *Journal of Visual Impairment and Blindness;* v73 n7 p264-69 Sep 1979 (Reprint: UMI)
Descriptors: *Graphic Arts; *Performance Factors; Research Projects; Tactual Perception; *Visually Handicapped

To facilitate appropriate line choice for tactile graphic displays, 42 visually impaired Ss traced four types of tactile lines in a simple display (without intersections), and in a complex display (having intersections). (Author)

EJ 214 362 EC 121 380
Adaptation of Project "I Can" Primary Skills Physical Education Program for Deaf-Blind Children. Silberman, Rosanne K.; Tripodi, Victoria *Journal of Visual Impairment and Blindness;* v73 n7 p270-76 Sep 1979 (Reprint: UMI)
Descriptors: *Adapted Physical Education; *Deaf Blind; Elementary Secondary Education; *Individualized Instruction; Multiply Handicapped; *Program Development
Identifiers: *I CAN Physical Education Program

The authors describe how the "I CAN" physical education program, an individualized instructional management system for developing skills, associated concepts, and social growth in handicapped children, was adapted for use with deaf blind children (5 to 21 years old) at the New York Institute for the Education of the Blind. (SBH)

EJ 214 363 EC 121 381
Biofeedback Training in the Rehabilitation Process. Stocker, Claudell S. *Journal of Visual Impairment and Blindness;* v73 n7 p277,279,281 Sep 1979 (Reprint: UMI)
Descriptors: Anxiety; *Blind; *Feedback; *Physical Therapy; *Rehabilitation Programs; Visually Handicapped
Identifiers: *Biofeedback Training

The article describes how a 60-hour training program helped 32 blind persons use biofeedback techniques to improve blood flow to arms, hands, legs, and feet (especially important for diabetics), and to reduce anxiety through relaxation. (Author)

EJ 214 364 EC 121 382
Sexual Attitude Reassessment for Psychiatric Patients. Dincin, Jerry; Wise, Shirley *Rehabilitation Literature;* v40 n8 p222-31 Aug 1979
Descriptors: Adolescents; Adults; *Emotionally Disturbed; *Mental Illness; Rehabilitation; *Sex Education; *Sexuality; Young Adults

Sexuality programs are one part of the program at Thresholds, a rehabilitation center for psychiatric patients (17 to 50 years old). A 6 week sexuality group includes seven phases: initial interview; beginning group development (health care, contraception, reproduction, sexuality); masturbation; intercourse; homosexuality; coed group discussion; and wrap up and evaluation. (CL)

EJ 214 365 EC 121 383
Evaluation of a Transitional Training Program for Mentally Retarded, Multiply Handicapped High School Students. O'Brien, Patrick J.; Schiller, William J. *Rehabilitation Literature;* v40 n8 p232-35 Aug 1979
Descriptors: *Adjustment (to Environment); Exceptional Child Research; *Mentally Handicapped; *Multiply Handicapped; Secondary Education; *Vocational Adjustment; *Work Study Programs

A comparative study was made of 18 mentally retarded, multiply handicapped high school students who attended a work study program and 12 students who were traditionally serviced in the academic program. (CL)

EJ 214 366 EC 121 384
SOREFI: A Specialized Treatment Program Designed to Wean Patients from Unnecessary Therapies. Di Benedetto, Margarete *Rehabilitation Literature;* v40 n8 p236-39 Aug 1979
Descriptors: *Physical Fitness; *Physical Therapy; *Physically Handicapped; *Recreation; *Social Adjustment

The SOREFI (Social-Recreation-Fitness) program was developed to prevent overuse and misuse of outpatient physical therapy by disabled persons. SOREFI was designed to wean the chronic patient from unnecessary therapies by helping to identify and then meet the needs by more appropriate means. (CL)

EJ 214 367 EC 121 519
Nonlinguistic Creative Abilities and Expressive Syntactic Abilities of Hearing-Impaired Children. Laughton, Joan *Volta Review;* v81 n6 p409-20 Oct-Nov 1979 (Reprint: UMI)

Sample page from Exceptional Child Education Resources, Subject Index

SUBJECT INDEX

Abstract Reasoning
Handicapped Children 110.
Mentally Handicapped 629.
Academic Ability
Gifted 584.
Academic Achievement
Academically Gifted 972.
Autism 987.
Delinquency 684, 942.
Disadvantaged Youth 391.
Educable Mentally Handicapped 1090.
Emotionally Disturbed 1047.
Gifted 746, 1036.
Handicapped Children 959.
Learning Disabilities 1041.
Socially Maladjusted 984.
Special Health Problems 507.
Academic Aspiration
Visually Handicapped 949.
Academically Gifted 229, 565, 570, 972.
Academically Handicapped 93.
Accountability
Handicapped Children 892.
Achievement
Emotionally Disturbed 1068.
Gifted 1023.
Handicapped Children 1075.
Learning Disabilities 291, 375.
Achievement Tests
Aurally Handicapped 312.
Gifted 814.
Acoustics
Aurally Handicapped 353.
Language Handicapped 1051.
Action Research
Severely Handicapped 393.
Activities
Handicapped 906.
Handicapped Children 196.
Preschool Education 252.
Severely Handicapped 252.
Adapted Physical Education
Handicapped Children 168, 314, 332, 380, 381.
Mentally Handicapped 47.
Adaptive Behavior - See Adjustment (to Environment)
Adaptive Behavior Scale
Educable Mentally Handicapped 1053.
Learning Disabilities 1053.
Mentally Handicapped 626, 656.
Adaptive Behavior Scales (AAMD)
Mentally Handicapped 197, 329.
Adjustment (to Environment)
Autism 148.
Custodial Mentally Handicapped 623.
Early Childhood Education 138.
Educable Mentally Handicapped 1053, 1079.
Emotionally Disturbed 1068.
Handicapped 220, 222.
Learning Disabilities 1053.
Mentally Handicapped 197, 329, 690, 983.
Psychosis 707.
Slow Learners 1079.
Visually Handicapped 546.
Adjustment Problems
Child Abuse 898.
Early Childhood Education 138.
Gifted 63, 231.
Physically Handicapped 789.
Sexual Abuse 898.
Special Health Problems 270.
Spina Bifida 789.
Administrative Personnel
Developmental Disabilities 29.
Emotionally Disturbed 29.
Mentally Handicapped 29.
Administrative Problems
Blind 82.
Severely Handicapped 662.
Trainable Mentally Handicapped 662.
Administrator Attitudes
Gifted 71, 947.
Handicapped Children 407, 752, 944, 962, 968, 1045.
Learning Disabilities 1018.
Minimally Brain Injured 941.
Talented Students 947.
Administrator Characteristics
Elementary Secondary Education 742.
Administrator Education
Developmental Disabilities 29.
Emotionally Disturbed 29.
Mentally Handicapped 29.
Administrator Qualifications
Handicapped Children 751.
Administrator Role
Handicapped Children 497, 498, 499.
Minority Groups 465.
Adolescents
Deaf 299.
Delinquency 250, 442, 508, 706, 942.
Economically Disadvantaged 83.
Emotionally Disturbed 44, 45, 508.
Handicapped Children 891.
Hyperactivity 264.
Learning Disabilities 35, 250, 950.
Visually Handicapped 949.
Adopted Children 963.
Emotionally Disturbed 733.
Adults
Emotionally Disturbed 12.
Mentally Handicapped 441, 910.
Advanced Students
Gifted 584.
Advocacy - See Child Advocacy
Advocacy Programs
Mentally Handicapped 5.
Aesthetic Education
Gifted 821.
Affective Behavior
Deaf 1003.
Downs Syndrome 1083.
Handicapped Children 466.
Mentally Handicapped 1083.
Age Differences
Deaf 976.
Delinquency 508.
Downs Syndrome 241, 1083.
Educable Mentally Handicapped 628, 971.
Emotionally Disturbed 508.
Learning Disabilities 1074.
Mentally Handicapped 641, 1083.
Neurologically Handicapped 1035.
Trainable Mentally Handicapped 929.
Aggression
Child Abuse 96.
Emotionally Disturbed 96, 183.
Hyperactivity 264.
Learning Difficulties 27.
Learning Disabilities 1074.
Alabama
Educable Mentally Handicapped 1091.
Handicapped Children 497.
Alcoholism 181.
Child Abuse 263
Neglected Children 263.
Alpha Children
Emotionally Disturbed 121.
Learning Disabilities 121.
American Association of Workers for the Blind
Blind 82.
Anti Social Behavior
Behavior Problems 705.
Delinquency 705.
Hyperactivity 705.
Antiachievers 784.
Anxiety
Creative Ability 301.
Emotionally Disturbed 89.
Learning Disabilities 89.
Multiply Handicapped 89.
Appalachian Education Satellite Project
Child Abuse 308.
Gifted 308.
Applied Behavior Analysis
Behavior Problems 179.
Aptitude
Learning Disabilities 995.
Aptitude Tests
Mentally Handicapped 272.
Aptitude Treatment Interaction Studies
Handicapped Children 294.
Architectural Barriers
Handicapped Children 511.
Physically Handicapped 282.
Severely Handicapped 427.
Arithmetic - See also Mathematics and Number Concepts
Arithmetic
Delinquency 684.
Gifted 814.
Learning Disabilities 33, 120.
Arizona Articulation Proficiency Scale Revised
Articulation (Speech) 667.
Art Activities
Handicapped Children 110, 547.
Mentally Handicapped 47.
Art Education
Gifted 326, 821.
Mentally Handicapped 866.
Talented Students 326.
Art Therapy
Delinquency 442.
Schizophrenia 444.
Articulation (Speech) 342, 347, 348, 667.
Aurally Handicapped 699.
Blind 341.
Mentally Handicapped 875.
Speech Handicapped 341, 699, 778.
Arts and Crafts - See Handicrafts
Asian Americans
Developmental Disabilities 385.
Ethnic Groups 385.
Assertiveness
Educable Mentally Handicapped 1064.
Handicapped Children 708.
Trainable Mentally Handicapped 1064.
Assessment of Performance Unit
Underachievers 361.
Associative Learning
Minority Groups 192.
Asthma
Special Health Problems 382.
At Risk (for Handicap) 433, 540.
Diseases 17.
Economically Disadvantaged 39, 43.
Emotionally Disturbed 434.
Handicapped Children 460.
Learning Disabilities 473.

Gilroy), "Tests of Central Auditory Function in Children With Learning Disabilities" (M. Pinheiro), "Evaluation of Auditory Behavior of Children Using the Flowers-Costello Test of Central Auditory Abilities" (M. Costello), "Communicating Results of Central Auditory Tests With Other Professionals" (S. Richardson), "Some Thoughts Concerning Alternate Explanations of Central Auditory Test Results" (C. Dempsey), "Children's Performance on the SSW Test and Willeford Battery–Interim Clinical Data" (E. White), and "The Team Approach to the Assessment of Children With Learning Disabilities" (R. Sweitzer). A summary of conference discussion periods is also included. (DLS)

ABSTRACT 47

EC 12 0047 ED N.A.
Publ. Date 79 178p.
Upton, Graham, Ed.
Physical and Creative Activities for the Mentally Handicapped.

Available from Cambridge University Press, 32 E. 57th St., New York, New York 10022 ($10.95)

Descriptors: *Mentally Handicapped; Foreign Countries; *Adapted Physical Education; *Movement Education; *Physical Education; *Physical Activities; *Art Activities; *Music Activities; *Drama; *Handicrafts;

Publ. Form: Teaching Guides;

Identifiers: *England;

Aimed at the British special education teacher, the book presents physical and creative learning and developmental activities for the mentally handicapped children. Section 1 outlines an innovative approach to physical education for the retarded. The benefits this approach can have on the intellectual, social, and physical development of retarded children are reviewed, along with the stages through which movement skills develop. Developmental movement is discussed, along with some general problems of organization and time tabling. Section 2 provides a detailed introduction to teaching music to the retarded. Specific areas where music may be of most value to the retarded are outlined, and are illustrated with case studies. A teaching framework is presented, outlining various stages through which teaching might progress. Specific examples of teaching programs are provided, along with specific teaching techniques, activities, and materials (including homemade instruments and lists of songs, records, and books). Section 3 offers an approach to teaching drama to the retarded, and covers such aspects as the nature of dramatic activity and of the elements of drama that are most relevant to the retarded. Specific teaching methods and dramatic activities are suggested, and a framework against which the children's progress can be evaluated is also provided. Section 4 presents suggestions for teaching arts and crafts to the retarded, including a list of suggested activities. (Author/DLS)

ABSTRACT 48

EC 12 0048 ED N.A.
Publ. Date 79 105p.
Skinner, Louise
Motor Development in the Preschool Years.

Available from Charles C Thomas, 301 E. Lawrence Ave., Springfield, Illinois 62717 ($9.75)

Descriptors: *Early Childhood Education; *Preschool Education; *Motor Development; *Movement Education; *Perceptual Motor Coordination; *Psychomotor Objectives; *Psychomotor Skills; *Physical Activities; *Identification;

Publ. Form: Teaching Guides;

Intended primarily for professional personnel in various preschool settings, the book presents a representative collection of activities designed to give the preschool teacher an overview of the types of activities that can be used for motor training, so that she can direct sensory motor and locomotor activities to fit the general needs of most preschool children as well as the specific needs of individual children. A comprehensive motor development scale of expectancies for children ages 2 through 5 years is provided. A section on sensory-motor activities includes data on sensory-motor integration, tactile sensation, body image, balance, spatial relationships, laterality, form discrimination, fine motor coordination, visual-motor coordination, and auditory-motor integration. Basic body movement progressions are outlined in a separate section, with information provided on rolling, crawling, creeping, walking, running, leaping, jumping and hopping, galloping, and skipping. A final section reviews muscular strength and relaxation. A glossary of terms associated with motor development is included. (DLS)

ABSTRACT 49

EC 12 0049 ED N.A.
Publ. Date 77 91p.
Mavilya, Marya P.
Mignone, Bernadette R.
Educational Strategies for the Youngest Hearing Impaired Children (0 to 5 Years of Age).

Available from Alexander Graham Bell Association for the Deaf, 3417 Volta Pl., N.W., Washington, District of Columbia 20007 ($7.00)
Lexington School for the Deaf Education Series, Book 10, The Lexington School for the Deaf, 30th Avenue and 75th Street, Jackson Heights, New York, New York 11370

Descriptors: *Aurally Handicapped; *Early Childhood Education; *Intervention; *Cognitive Processes; *Cognitive Development; Problem Solving; Prediction; Classification; *Learning Activities; *Language Development; Language Skills; *Listening Skills; Nursery Schools;

Publ. Form: Teaching Guides;

The book presents appropriate intervention strategies for the education of hearing impaired children from infancy through the age of 5 years, and is intended for parents, teachers, and others who serve this population. Focus is on the expansion of language and listening skills through the cognitive processes of sequencing, classification, comparison, prediction making, and problem solving. Each section covers a year in the child's development, with subsections broken down into smaller age groupings which are measured in days. In each section, auditory, social, visual, tactile, language, and readiness activities are proposed to facilitate the child's growth of language. A separate section on nursery schools is also provided. (DLS)

ABSTRACT 50

EC 12 0050 ED N.A.
Publ. Date 77 131p.
Lohmeier, Barbara; and Others
Human Service Technician In-Service Training Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals.

Available from Hawkins and Associates, Inc., 729 Delaware Ave., S.W., Washington, District of Columbia 20024 ($5.95)

Descriptors: *Severely Handicapped; *Paraprofessional Personnel; *Inservice Education; Performance Based Education; Curriculum; *Human Development; Behavior Change; *Contingency Management; Interaction; *Leisure Time; Recreation;

Publ. Form: Guidelines;

The book contains instructor guidelines for a curriculum designed for paraprofessionals working with severely handicapped persons. Chapter 1 reviews activities of a 3 year project and describes the background of the curriculum guidelines. The remainder of the book is composed of objectives, suggested learning activities, resource citations, performance criteria, and supplementary reading resources for the following six modules: human growth and development; orientation to disability and handicapping conditions; behavior analysis; interactive processes; leisure programing for the severely, profoundly, and multiply handicapped; and client care of the developmentally disabled. (CL)

ABSTRACT 51

EC 12 0051 ED N.A.
Publ. Date Nov 77 87p.
A National Study of the Problems of Developmentally Disabled Individuals Placed in Out-of-State Facilities. Final Report.

Available from Council of State Governments, Iron Works Pike, Lexington, Kentucky 40578 ($6.00)

Descriptors: Exceptional Child Research; *Developmental Disabilities; *Delinquency; *Student Placement; *State Surveys; *State Standards; State Agencies; *Interstate Programs; Normalization (Handicapped);

Identifiers: *Out of State Placement; Deinstitutionalization;

The report details findings of a survey of state procedures in placing developmentally disabled individuals (including juvenile offenders) in out-of-state facilities. An initial chapter presents results which indicate that out-of-state placement is a practice confined to a relatively few states in any significant numbers. Data for 10 states reporting 10 or more out-of-state placements are provided for the following headings: numbers by diagnostic category, monitoring processes, standards applied, placement patterns, and public or private institutions. Narrative information is also given for Alabama, Maryland, New Jersey, and the Area Offices of the Bureau of Indian Affairs. Secondary research issues are seen to touch on deinstitutionalization and normalization. Among conclusions drawn from the data are that the practice of out-of-

EC131096
Inservice Training of Teachers to Work in Mainstreamed Physical Education Settings.
Spragens, Jane Ellis
1979- 213P.
Note: Texas Woman's University.
UMI, P.O. Box 1346, Ann Arbor, MI 48106 ($24.00 pc, $13.00 mf) Order No. 8012180
EDRS: NOT AVAILABLE
A 1 day inservice model in adapted physical education and the requirements of P.L. 94-142 (the Education for All Handicapped Children Act) was found to produce a significant attitude gain toward mainstreaming as well as an increase in knowledge related to physical education with handicapped children. (CL)
Descriptors: Exceptional Child Research/ *Disabilities/ Teacher Attitudes/ Physical Education/ *Adapted Physical Education/ *Mainstreaming/ Inservice Teacher Education/ Compliance (Legal)
Identifiers: *Education for All Handicapped Children Act

EC122896 ED181704
The Detroit Approach to Adapted Physical Education and Recreation.
Elkins, Bruce; Czapski, Stephen
Detroit Public Schools, Mich. Dept. of Special Education.
1979. 8P.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Note: Detroit's Adaptive Physical Education Consortium Project
The report describes Detroit's Adaptive Physical Education Consortium Project in Michigan. Among the main objectives of the project are to coordinate all physical education and recreation services to the handicapped in the Detroit area; to facilitate the mainstreaming of capable handicapped individuals into existing ""regular'' physical education and recreation programs; to establish an adapted sports and recreation lending library available to all schools, universities, community agencies, and individuals (including parents) who join the consortium project; to conduct inservice training programs for all project participants; to create a teaching laboratory where adapted physical education, therapeutic recreation, and dance therapy students can polish and develop their skills; to develop various products to assist in the coordination and communication of project activities; and to establish an advisory council and parent roundtable to offer guidance and assistance to the project. (DLS)
Descriptors: *Handicapped/ Special Programs/ *Program Descriptions/ *Adapted Physical Education/ Recreational Programs/ Recreation/ Physical Education/ Physical Education Programs/ *Consortia/ *Educational Coordination/ Mainstreaming / Inservice Education/ Dance Therapy/ Teacher Education/ Parent Participation/ Special Libraries
Identifiers: *Adaptive Physical Education Consortium Project / *Michigan (Detroit)

EC120168
physical education for the handicapped: meeting the need through inservice education.
Dunn, John M., Ed.; Harris, Jerry L., Ed.
Oregon State Univ., Corvallis. School of Health and Physical Education.
1979-May 144P.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW), Washington, D.C.
Oregon State University, School of Health and Physical Education, Corvallis, Oregon 97331 ($3.00 xerox copy).
EDRS: NOT AVAILABLE
twenty papers presented at the oregon state conference on ""inservice physical education and public law 94-142'' are included in the volume. the first section focuses on the inservice challenge and includes papers on subjects such as the accountability of inservice training for implementation of public law 94-142, the practical implications of research in physical education, and needs assessment methodologies for inservice. the second section presents inservice models such as a field based model of physical education for the handicapped, a model staff development program for physical educators, a field delivery system for inservice in a rural area, and a motor development inservice training project. the final section considers inservice for special groups. among topics covered are a psychosocial approach to inservice physical education, administrative inservice considerations, and an inservice model for university facilities. (phr)
Descriptors: *handicapped children/ elementary secondary education/ educational legislation/ *mainstreaming/ *adapted physical education/ *inservice programs/ educational accountability/ exceptional child research/ delivery systems/ needs assessment/ personnel/ rural education/ suburbs/ urban education/ models/ administrator role/ parent child relationship/ teacher attitudes/ inservice education/ higher education/ *physical education
Identifiers: *education for all handicapped children act

Sample page from computer search on "Inservice Training for Adapted Physical Education"

SEARCH WORKSHEET

Topic:

Descriptors: (from the Thesaurus of ERIC Descriptors)

Journal Articles:

Books:

ERIC Documents:

DISCOVERING SPECIAL EDUCATION RESOURCES: A WORKSHOP ON ERIC AND ECER

Workshop Evaluation

1. What is your current occupation?

_____ Regular class teacher _____ Undergraduate student

_____ Special education teacher _____ Graduate student

_____ Librarian _____ Administrator

_____ Other: _____

2. Are you (or have you ever been) a member of CEC? _____ Yes _____ No

3. Before participating in this workshop, had you ever used ERIC?

_____ Yes _____ No If so, how:

_____ Manual search of print indexes (RIE and CIJE)

_____ Computer search of ERIC data base

_____ Products or services from one or more ERIC clearinghouses

4. Before participating in this workshop, had you ever used ECER?

_____ Yes _____ No If so, how:

_____ Manual search of print index (formerly called Exceptional Child Education Abstracts)

_____ Computer search of ECER data base.

5. Before participating in this workshop, had you ever called, written to, or visited CEC's Department of Information Services or the ERIC Clearinghouse on Handicapped and Gifted Children? _____ Yes _____ No

6. Did the workshop provide you with useful information? ____ Yes ____ No

7. Do you think you will use ERIC and/or ECER in the future? ____ Yes ____ No

Please use the reverse of this form to provide suggestions on how we can improve this workshop or the services and products available from CEC and ERIC.

Please return this form to your workshop leader or to:

Lynn Smarte
CEC/ERIC
1920 Association Drive
Reston, Virginia 22091